WARM-UP

- Introduce yourself to someone you don’t know well.
- Find out what his or her goal is for the semester.

EXPECTED OUTCOMES

- Understand the differences between goals and objectives.
- Be able to set realistic goals and measurable objectives.
- Understand the importance of review and refinement of goals and objectives.

RESEARCH PROCESS

1. **Conduct background research**
   - Formulate research questions

2. **Develop hypothesis**
   - Define goals and objectives

3. **Develop a research plan**
   - Seek feedback

GOALS

Broad purposes around which all project activities and resources will be organized.

- State what you hope to accomplish, but usually are not measurable.
- Create the setting for what you are proposing.
- Identify a gap in knowledge.
- Describe what you want to achieve and the outcome.
- Should be important and the outcome should impact your long-range research plan.
**Long-Term Goal**

**Goals**

**Objectives**

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**GOAL EXAMPLES**

- Review the goals in the handout.
- What are your observations?
- Time limit: 10 minutes

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**REPORT OUT**

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**QUESTIONS: THINK**

- What is your long-term research goal?
- What is your project goal(s)?
- Time: 8 minutes

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**QUESTIONS: SHARE**

- Share your answer with the group.
- Discussion:
  - What gap in knowledge does the goal address?
  - How does the goal relate to achieving the long-range research goal?
- Time: 12 minutes (4 minutes per member)

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**OBJECTIVES**

- Specific things that will be accomplished in the project
- Operational
- Measurable
- Basis for the activities of your project
- Basis for the evaluation of your project
SMART OBJECTIVES

- Specific: concrete, detailed, and well defined
- Measurable: concrete criteria for measuring success; helps define when objective is achieved
- Achievable: ability to attain with effort and commitment; feasible and actionable
- Realistic: considers resources, e.g., equipment, time, and people
- Time-bound: defined timeline

GUIDELINES

- Ensure that all objectives relate to and support your overall project goal.
- Ensure that your objectives correlate with a specific goal.
- Delineate a reasonable number of objectives, presented in a logical order.
- “Why” objectives are generally stronger than “what” objectives.
- Make sure no objective is dependent on the successful outcome of another.

STRONG & WEAK VERBS FOR OBJECTIVES

**Strong:**
- to increase
- to determine
- to create/design
- to evaluate/analyze
- to describe
- to calculate
- to contrast
- to classify

**Weak:**
- to promote
- to encourage
- to understand
- to become aware
- to work with
- to support
- to grasp
- to study

COMMON ERRORS

- Too specific to be meaningful
- Too broad to be measurable
- Too many to be manageable
- Too few to be comprehensive
- Too arbitrary to be relevant
- Too boilerplate or “cookie-cutter” to be individualized

EXERCISE

- Review the objectives in the handout.
- What are your observations?
- Time limit: 10 minutes

REPORT OUT
QUESTIONs: THI NK
Write 3 objectives for one or more of your research goals.
Time: 7 minutes

SHARE
- Each member shares one objective with the group.
- Discussion: Is it SMART?

SUMMARY
- Differences between goals and objectives
- Importance of articulation, review, and refinement
- Use of timeline to track progress
- Others?

NEXT STEPS
- On a sheet of paper, write your next steps for completing and refining your research goals and objectives.

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